**FREDERICKSBURG INDEPENDENT SCHOOL DISTRICT CAMPUSES**

**Fredericksburg Primary School**

**(Pre-School-Kindergarten-First Grade)**

1110 S. Adams Street

Fredericksburg, TX 78624

(830-997-7421)

Principal: Wendy Dietrich

OTTER Coordinator:

Juli Bahlinger

**Fredericksburg Elementary (2nd- 5th grades)**

1608 N. Adams Street

Fredericksburg, TX 78624

(830-997-9595)

Principal: Erin Nance

Mentoring Coordinators:

Amy O’Neil & Linda Tabor

FAB-FES@fisd.org

**Stonewall Elementary**

**(Kindergarten - 5th)**

220 Peach Street, Stonewall, TX

(830) 990-4599

Principal: Amie Chalberg

Mentor Coordinator:

Karen Petermann

FAB-STW@fisd.org

**Fredericksburg Middle School**

**(6th-8th grades)**

110 West Travis,

Fredericksburg, TX 78624

(830) 997-7657

Principal: Sheryl Wallace

Mentor Coordinator:

Angela Compton

FAB-FMS@fisd.org

990-4595

**Fredericksburg High School**

 **(9th-12th grades)**

1107 Hwy 16 South, Fredericksburg, TX 78624 (830-997-7551)

Principal: Joe Gonzales

Mentoring Coordinator: Holly Shepherd

FAB-FHS@fisd.org

**HISTORY OF FREDERICKSBURG ACADEMIC BOOSTERS**

**Fredericksburg Academic Boosters** (**FAB**) was established in 1994 by a group of concerned members of our community who wanted to make a difference in the lives of young people. They began with 40 students in the 3rd grades of Fredericksburg Elementary, Stonewall Elementary and St. Mary’s. The numbers have grown to more than 125 students and is only limited by the number of mentors who volunteer.

In 2020, FAB began to coordinate the O.T.T.E.R. reading program at the Primary School. In this program, mentors spend time each week reading to a kindergarten or first grade student(s).

Mentors volunteer for 30 minutes to one hour, depending on the campus lunch period. Each campus has a coordinator to facilitate the mentor meeting with a student during the school year. Mentoring runs mid-August through Memorial Day. Schedules are flexible, allowing for doctor’s appointments, vacations, etc., but consistency is key.

Statistics show that mentoring works! Students who meet regularly with mentors are less likely to skip school, use drugs/alcohol (Study by Big Brothers Big Sisters) and more likely to enroll in and graduate from college (National Mentoring Partnership).

FISD partners with FAB and provides a stipend to cover the coordinators salaries. FAB also has a Scholarship Fund which awards FHS graduates scholarships for college or trade school.

Mentoring in the FAB program in the Fredericksburg Independent School District is a **rewarding, challenging, demanding and exciting experience!** The program’s design is to involve community volunteers to encourage students to improve both academically and personally. Volunteers encourage students to focus on their future education and career goals.

Your decision to become a mentor reflects your commitment to supporting and guiding the educational and personal growth of the youth in our community. We appreciate the time, effort and care that you are so generously willing to give.

**MENTOR**

[**men**-tawr, -ter]

***Noun***

A wise and trusted counselor or teacher.

An influential senior sponsor or supporter.

**Guidelines for the Mentoring Program**

Partners: Fredericksburg Academic Boosters, Fredericksburg Independent School District and the Gillespie County Community.

**What Mentors Do**Your decision to become a mentor will broaden the horizons of your student and provide him or her with a positive adult role model. Mentors inspire students to try harder and set goals. Most importantly, because of you, a student will develop greater self-knowledge and a higher level of self-esteem. You will become very important in the life of your student.

**Goals:**

* To provide positive adult role models who meet with their student(s) consistently (weekly) to listen, ask questions, play games, and give guidance where warranted.
* To afford youth the benefit of consistent contact with trusted adults.
* To emphasize the value of learning.
* To improve motivation and achievement regarding school, work and the future.

**What is a mentor?**

**A mentor is:** **A mentor is not:**a guide……………………………………………………………….a savior
a friend………………………………………………………………a foster parent
a listener…………………………………………………………….a therapist
a coach……………………………………………………………….a parole officer
a responsible adult……………………………………………..a cool peer

***I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.***

***~ Maya Angelou***

**Procedures for Mentors**

1. The mentor will commit 30-60 minutes per week to work with a student.
2. Please sign in at the mentoring room on each campus (or at the office at Stonewall Elementary School and at Fredericksburg Elementary School) each time you visit or as directed by the Coordinator.
3. **Make every effort each week to come on your scheduled day to meet with your student. Your student looks forward to seeing you. Students often have had many disappointments. If you are not able to be at the mentoring session, please call the coordinator and reschedule for that week, if possible.**
4. Students must remain on campus during your visits. You may go outside the mentoring room, but please wear an ID badge provided for you.
5. Please be prudent and professional in any physical contact with students.
6. **Respect cultural, social, political and religious differences. Accept children as they are. Accept that religious and political beliefs differ from person to person. Accept the child and his/her family’s beliefs without imposing your own. Discussions about values such as honesty, respect for other, perseverance, etc. is always encouraged.**
7. **Confidentiality is mandatory and all information about a student is confidential.** There may be times when a student reveals things about his family or himself. Do not discuss this with friends, co-workers, neighbors or family. What is said in the mentoring room, stays in the mentoring room. You may at any time discuss your student with the coordinator. With the new privacy laws, often minimal information is available to us from the school.
8. There are 3 exceptions to item #8:
	1. If you have suspicion that your student is being abused or neglected, you are required by law to report this abuse or neglect to Child Protective Services. Tell the coordinator your concerns and they will help navigate the reporting system.
	2. If your student tells you that she/he is being bullied at school, report this to the coordinator.
	3. If your student makes a threat against another student or him or herself, a teacher, administrator or the school, report this to the coordinator. She/he will follow school procedures to deal with these issues.
	4. In regards to the above 3 situations, please have a conversation with your student that includes telling him/her that what she/he tells you will be kept in confidence, unless you have reason to believe they are in danger, then you have to report it and get them help to stay safe.
9. If the student is struggling academically or socially, please talk to the coordinator and they will talk with the counselors to get suggestions for how the mentoring program can help. Confidentiality is of upmost importance.
10. Never give any kind of medicine to a student. If the student is sick, tell the coordinator and the student will be sent to the nurse.
11. You may occasionally bring lunch to the student if you wish.
12. **Never engage in criticism of the parent, teacher, principal or school with the student**. There may be times when a student is angry with a parent or teacher. Do not join the student in their anger or offer value judgments about the person. Your student needs you to listen and acknowledge his or her feelings. You can do this by nodding or saying things like, “I’m sorry that happened.” Our goal is to foster respect for authority.
13. Remember that FISD prohibits smoking on its campuses. If you are a smoker, set a good example for your student and obey all rules.

**The Four Stages of the Mentor-Student Relationship**

**Initiating**What do we talk about? How do we develop rapport? Discuss expectations, goals, general interests, and possible career choices. Start small and wait for the relationship to develop. Take it slowly. Be patient. These conversations can be worked into game playing, reading, current events, or stories from your life. Be careful not to lecture on this subject, though.

**Testing**Students are not smaller, responsible adults. They learn responsibility as they grow. Mentors, as adults, must understand that their role is not to make the student feel rejected as a person, but to challenge and guide them to learn responsible behavior. To protect themselves from disappointments down the line, students may “test” your commitment to staying with them. Examples of a student testing you may include, missed meetings, unreasonable requests, and/or angry, sullen behavior. To the student, going through this stage your weekly presence proves you are committed and accept them as they are. Occasionally students will talk about leaving or actually leave the program in order to protect themselves from rejection. This is not your fault. It is a learned behavior they have adopted through past experiences.

**Trusting**Confidentiality is important in the relationship. Explain to your student that your discussions will not be shared with others. You may have to break confidence in the examples given previously, if there is a chance of harm to your student or others.

Expect that developing trust will take weeks or months and that it involves becoming friends. Provide and request feedback as you and your student take risks and tests limits. Show that you have trust in the student by asking their opinion and sharing yours. Respect the opinion they offer. Do not try to prove that your opinion is the only right one. Work on a project together, letting them take the lead at times. Let them have a choice in what projects you may do together. Explore careers together so that the student develops a vision for the future.

**Terminating**Whether at graduation or some time before that, there needs to be closure for both parties. Plan for a final meeting with the student to say goodbye and/or plan for some future contact. Disappointment affects us all. In any transition, the self-worth of the student must be considered, and a sense of empowerment conveyed.

If a student or mentor moves away or graduation occurs, plan for future contact such as a letter, email or phone call. If the mentor or student can no longer honor the commitment, the reason should be discussed and an amiable parting planned. If the relationship simply “doesn’t work” after much effort, a final meeting is needed to end the relationship on a positive note. Individuals may elect to participate in another partnership or not. *Although it’s hard, try to not take it personally.* The relationship may not be a good fit.

**What the research shows:**

A study conducted by Big Brothers Big Sisters of America looked at

five school-based mentoring programs. Teachers reported:

* + 64% of the students developed more positive attitudes toward school
	+ 58% achieved higher grades in social studies, languages, and math
	+ 60% improved relationships with adults, and 56% improved relationships with peers
	+ 55% were better able to express their feelings
	+ 64% developed higher self-confidence
	+ 62% were more likely to trust their teachers

##### MEETINGS:

Meetings between the mentor and the student are to take place only on school grounds in designated areas – library, cafeteria, classroom – during school hours. All meetings must take place in rooms with open doors or in sight of the coordinator or another mentor. Get to know your Campus Mentor Coordinator. She/he is the one who will be able to assist you if a difficult situation develops. Remember to follow the school policies and procedures.

**TRANSPORTATION:**

Mentors are prohibited from transporting students in personal or motorized vehicles without permission from their parents.

##### INCENTIVES:

Students should always strive to be self-motivated. Mentors are discouraged from giving students gifts as incentives. Do not ever loan or give money to students. “Friends” do not maintain relationships by supplying each other with these items. Examples of appropriate incentives are smiles, words of encouragement, lunch on their birthday, a small Christmas gift and birthday cards. Please make promises sparingly and keep them faithfully.

**CONFIDENTIALITY:**

All academic and personal information concerning your student is strictly confidential. Student records are not available to the mentors due to the Family Education Rights and Privacy Act. Additionally, parents must give permission before the school can supply the mentor with the home address or phone number of the student. However, the mentor can decide whether or not to provide the student with his/her address and phone number.

The law requires you to report any information your student might share with you in regards to homicide, suicide, physical/emotional abuse, or any illegal activity. It is not a breach of confidentiality to discuss a student’s problems with appropriate school personnel. Report this information to the Campus Mentor Coordinator, and he or she will assist you. Do not promise a student that you will keep this information confidential.

**GIFT GIVING:**

Often, a student’s physical and material needs are very apparent, and it is very tempting to help. Please refrain from spending money on them. Your time, ideas and support for your student are your “gift”. Begin by sharing yourself. You may be the only adult the student knows who is supportive, yet non-judgmental.

##### Personal commitment to be involved with another person for an extended period – one year minimum. Mentors must have a genuine desire to be part of others’ lives, to help them with tough decisions, to see them become the best they can be. They must be invested in the mentoring relationship over the long haul. Mentors must be there long enough to make a difference.

##### Respect for individuals and for their abilities and rights to make their own choices in life

Mentors cannot come with the attitude that their own ways are better or that participants need to be “rescued.” Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their students, and the privilege of being advisors to them.

##### Ability to listen thoughtfully and accept different points of view

Most people are willing to give advice or express opinions. It is much harder to find mentors who will suspend their judgments and really listen. Mentors often help simply by listening, asking thoughtful questions, and giving participants an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted and respected, they are more likely to ask for and respond to good ideas.

##### Ability to empathize with another person’s struggle

Good mentors can feel “with” people without feeling pity “for” them. Even without having had the same experiences, they can empathize with their students’ feelings and personal problems.

##### Ability to see solutions and opportunities as well as barriers

Good mentors balance a realistic respect for the real and serious problems faced by their students with optimism about finding equally realistic solutions. They are able to make sense of a myriad of issues and point out sensible alternatives. When unsure, they are able to admit it to the student and work together to seek solutions.

##### Flexibility and openness

##### Good mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their students, to learn new things that are important to them (music, styles, and philosophies), and even to be changed by their relationships. Be relaxed, be yourself, and keep a sense of humor.

**WHAT DO WE DO WHEN WE FIRST MEET?**

**Greetings:** Greet the student warmly, with a smile and a firm handshake. Remember to say, “I am Ms. Jones,” if that’s how you wish to be addressed. Do not use your first name unless you expect the student to use it, too. Students are often more comfortable addressing adults as Mr. or Ms., just as they do their teachers.

**A place to talk:** Especially in the beginning, remember to repeat the student’s name several times, and be as relaxed as possible. Find a comfortable spot and sit down *next* to the student. Sitting across the table from another, though it may seem more natural to you, can be more threatening to an insecure student. Focus your conversation on the positive – on encouragement and reassurance.

**Getting acquainted:** Take the time to describe yourself briefly. Be careful not to sound as if you want to impress the student At this point the student is probably more interested in knowing where you grew up, how big your family was, what you imagined doing as an adult, and other aspects of your life that you both might have in common. In turn, ask the student about his/her brothers and sisters, favorite sports, favorite outings, and special events in life.

**Academic tutoring:** You may wish to talk about how the student is faring academically. Do not push the matter if you sense that the student is reluctant to talk. If the student seems accepting, offer to help by looking over homework, or organizing materials; but be patient and careful not to intrude. Remember that a mentor is a friend, and tutoring is a matter of mutual choice, not an obligation. There are many ways to encourage a child to pursue his education without offering direct subject-matter assistance.

# **GET ACQUAINTED ACTIVITIES**

### **Possible Prompts**

* Tell me about yourself.
* What do you like to do for fun?
* What hobbies do you have?
* Who do you live with? Tell me about your family.
* What’s something special about you?
* What subject do you like, and what is difficult for you in school?
* What would you like to do after you complete high school?
* What would you like for us to do each week when I am here?

### **Possible Activities**

* + Introduce yourself and share some of your interests with the student. You could possibly show the student a few pictures – not your whole vacation series of pics.
	+ Spend most of your time asking open-ended questions and listening. Help the student to think for himself.
	+ Talk about mutual interests. Above all, listen. Do not be afraid to discuss what problems the student is having.
	+ Let the student help plan the next meeting.
	+ Share a snack or lunch with the student.
	+ Discuss one of the student’s favorite TV shows, movies, songs, or books. This

can often lead into a discussion on values and goals or reality versus fiction.

* + Ask the student if he/she would like to keep a journal so that the two of you could write back and forth to each other. This can be especially useful for students who have difficulty opening up verbally.
	+ Share personal experiences and ways you have overcome obstacles.
	+ When a student shares a problem with you, help him problem solve by using the decision-making steps. 1) Identify the problem. 2) Brainstorm all possible solutions. 3) Think of the pros and cons of each possible solution. 4) Select a solution and implement it. 5) Evaluate the results and make changes, if needed.
	+ Ask the student to share a favorite role model and reasons for liking this person.
	+ Use role-playing to help the student gain confidence to take on a difficult task.
	+ Bring a newspaper article that you think the student may be interested in and ask his opinion.
	+ Attend a special event in which the student is participating.
	+ Discuss the student’s future plans.
	+ Talk about families.
	+ Remember special occasions (cards). Do not put yourself in a position of providing monetary assistance.
	+ Work on an arts and crafts project together.
	+ Develop goals with the students, have high expectations, and let them know you believe in them.
	+ Assist the student with organizational skills, especially the “black hole” backpack

**FREQUENTLY ASKED QUESTIONS**

##### If the student has a problem that he does not want to share with family or

**teachers:**Ask the coordinator for direction. Listen carefully.

##### If a friend asks for details about your mentor experience.Discuss the activities and the program rather than giving specific information about the student. Encourage the friend to take the mentor training so the expectations of the program will be clear.

##### If the student asks a question you cannot answer:It is okay, in fact, it is normal, not to know all the answers. Perhaps you can offer to help the student learn the answer, or at least, you can find someone who would be more knowledgeable.

##### If the student asks your opinion about a sensitive, religious or moral issue and you realize your opinion may differ from that expressed by his family:Review for yourself the role of the mentor and remember that you are not to take the place of the parent. You can explain to the student that some topics are best discussed within the family and that your opinions might differ from those expressed at home. Generally, you can give simple, direct answers to questions without elaborating about “why.” The coordinator can help you determine appropriate limits to particular topics.

##### If another adult asks a personal question about your student…Simply explain that, as a mentor, you cannot respond to personal questions about the student.

**If the student misbehaves when in your company:**Though you are never expected to assume the role of disciplinarian, it is reasonable for you to explain what you consider to be appropriate behavior in a given situation. Let the student know what your expectations are and what you will do in the future (e.g. report the incident to the coordinator, terminate the session, only meet in a school office, or whatever seems appropriate to you). Be clear, be firm, and be consistent. Cheating is a common problem in many students, and you should call them out on it if they do it.

##### If the student seems to respond to questions mostly with “yes” and “no” answers…Practice asking open-ended questions. For example ask, “Tell me three things you did since I saw you last? “not just, “How are you?” If the problem persists, discuss it with the coordinator and see if there are some topics that would make you and the student more comfortable.

##### If the student does not seem to care about completing his education…Be patient. Accept the students for where their thinking is *at this time*. There are discussions you can introduce that explore issues related to careers and economics. “If you worked at McDonald’s, how much would you earn in a week?” “What are the advantages to such a plan?” “Are there disadvantages?” Though you can be clear in stating your belief that completing an education is essential, be non- judgmental in your exploration of alternatives and consequences.

***Now, ask yourself:***

What is the single most important information, concept, or behavior that you want your student to learn from you?

How can I best encourage the student who I am mentoring?